

Using Multimodal Resources to Foster Writing Competence in Early Literacy

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Abstract

When teachers carefully examine the role and function of multimodal composition in their classrooms, they can strengthen the teaching of writing, engage and empower students, and better prepare students for the challenges and possibilities of life in our rapidly changing digital age. This evolving era gives educators the ability to reinvent the methodology used to teach writing, which is crucial in order to ensure students are not only accessing to the information but turning into producers of knowledge and contributors to their community. To meet this teaching challenge and study the impact of multimedia on student writers, this paper presents multimodal resources to foster early literacy writing competence. Therefore, in order to meet the needs of both ESL/Dual language instructors and their students, I chose to create an informative website as my project. This was spurred by my desire to change the views of educators and make them realize that having multimodal resources in the teaching of writing is an indispensable tool in contemporary classrooms. Additionally, I intended this website to be a useful tool for instructors who need guidance on how to use these digital tools to improve writing.

Dedication

I dedicate this thesis to my mother and my husband. Their endless love and encouragement supported me throughout my graduation studies.

Acknowledgments

I would like to thank Dr. Michelle Plaisance for giving international teachers the opportunity to grow professionally and enrich their exchange experience with the TESOL Master Degree program. Her optimistic attitude really made a difference. To all of the TESOL instructors and fellow classmates with whom I had the honored of sharing life-changing experiences.

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“We need technology in every classroom and in every student and teacher’s hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world.” - David Warlick

Chapter One: Introduction

When teachers carefully examine the role and function of multimodal composition in their classrooms, they can strengthen their teaching practices, engage and empower students, and better prepare students for the challenges and possibilities in our rapidly changing digital age. To meet this teaching challenge, this thesis studies the impact of multimedia on student writers and how the use of multimodal resources foster writing competence in Early Literacy students.

I have been a kindergarten teacher at a public school in North Carolina for over four years, and I work with the Dual Language Program, implementing the teaching of English and Spanish at the same time. In this program, learning revolves around students developing the four skills- speaking, listening, writing and reading- in both languages. Encouraging the students to become truly bilingual has an impact on their education and future lives.

In order to create a space where the learning process is continuous despite the language proficiency, an integrated curriculum was created. Teacher strategies were adopted that expose students to both languages, and at the same time achieve the standards required by the educational authorities in North Carolina.

Each classroom is currently well equipped with technology to aid language learning. In turn, this program attempts to develop strong writing skills. A problem arises, however, when it is not possible to foster this ability due to time constraints, students’ attitudes towards writing or simply because writing is a subject that is commonly disregarded in our educational context.

Therefore, it is important to find ways to promote the writing abilities of students by making use of the most suitable and updated strategies available. Thus, it is necessary to determine the usefulness of the existing multimodal resources and whether they develop writing competence in students within the English classrooms of dual language program.

Considering my own observations and experiences, I developed a web page that allows early literacy teachers to find the appropriate materials to aid students in their acquisition of their writing skills. A survey of 2,462 Advanced Placement (AP) and National Writing Project (NWP) teachers found that digital technologies have helped them in the teaching process (Percell, Buchanan, & Friedrich 2013). For this reason, a web page can have more impact than other tools and more utility for kindergarten teachers in the dual language program or as an ESL teacher.

Future students should be provided with new digital experiences that allow them to face any educational processes. This project benefits students enrolled in a dual program, preparing them to be active producers of media, empowering them to become designers of social features, encouraging them to solve problems that are important to them, and providing them with an audience and sense of engagement beyond the scope of traditional academic texts.

Numerous media can be used to form a multimodal composition. It is important to understand that multimodal does not necessarily denote writing involving computers, though it often does. Technology is mingling in a number of interesting ways (Dalton, 2020). Using technology, one can capture photographs, edit those photographs, turn the photographs into movies, upload those movies to the Internet, etc. Understanding the different capacities of various technologies is highly important in the modern multimodal classroom. The different compositional artifacts that can be created using any of a plethora of digital tools provides the modern student a tremendous amount of materials for composition. Multimodal composition

engages students creatively, which encourages learning. Multimodal composition is an inherently interdisciplinary activity that draws on as many media as one wishes to use to gather and create unique artifacts.

Considering the influence and importance of multimodal composition, this tool provides guidance to kindergarten teachers to initiating the writing process. When properly utilized, this web page should facilitate learners' writing and allow the student to experience an easy and continuous transition in their learning. The website will provide the students with the necessary tools, the right context and authentic material to be able to face their future academic challenges. To accomplish this end it is imperative that the resources used in the writing lessons go alongside with the latest trends and the efficiency and effectiveness that a globalized world demands of all of us.

Chapter II: Literature Review

Education is evolving due to the impact of the internet. We cannot teach our students in the same way in which we were taught. Change is necessary to engage students because when students are engaged and they are interested, that's where learning takes place. In our progressively interconnected world, education technology has an important role to play in preparing students to succeed professionally. With access to digital information and the endless technology tools at our disposal, educators can help ensure students are not only accessing to the information but turning into producers of knowledge and contributors to their community.

Using multimodal resources educators allow the students to have mobility, in a world on the go. Digital technologies are readily available via personal laptops, tablets, and smart phones, and by using these tools students can now be active producers rather than passive consumers of the digital texts that encompass their lives. This study aims to determine the usefulness of using multimodal resources to foster learners' writing competence as well as their attitudes, perceptions of multimodal composition. It also seeks to reveal how they compare traditional composition to multimodal composition.

In this chapter, I review literature related to writing, multimodal composition and Information and Communication Technology (ICT) tools. I first provide some definitions that help create a better understanding of the concept of multimodal composition. I then discuss research that explains the benefits of multimodal resources to foster writing competence. I conclude with biliteracy as a new concept in the educational system.

Writing

Dalton (2010) stated the definition of writing is a creative one; this kind of writing seems to emphasize the role of the discovery of self, in some ways similar to the discovery of meaning in process writing. Writing also enhances language acquisition when learners experiment with words, sentences and longer chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class (Bello, 1997). Writing is a skill that should be practiced and learned by experiencing it. Additionally, the writing process includes composing; which is the ability to either tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Working with ESL (English as a Second Language) writers is a task that has to be approached in a different way than working with a native English speaker. That is because students writing in their L2 have to also acquire proficiency in the use of the language as well as in writing strategies, techniques and skills (Yu, 2014).

Through the years, writing has been a skill fallen behind; two thirds of teachers were given little (less than once a week) to no instruction in writing (Conroy, Marchand & Webster, 2010). Magrath 2009 reported that “at the elementary level, almost all students devote less than three hours per week to writing, far less than they spend watching TV” (CNN, 2003, p.1). in addition, it is known that time is one of the most precious resources for both teachers and students and that when, as is often the case, time is at a premium, writing is one of the first things to be cut back on or relegated to homework (White & Arndt, 1991). Still, of all the skills, writing is the one which most needs and benefits from time. That is why the teacher should engage students in a creative process, to excite them about how they operate as they create their work, and to alter their concepts of what writing involves (White & Arndt, 1991).

Teachers should change their instruction to change the way students see writing. Teachers must pass along the idea that writing is rewriting and that revision has a fundamental role in text creation. Teachers must emphasize that revision is not just a process of checking errors. As Nobel Prize winning author Nadine Gordimer (1991) said, “all great writing is deeply personal and heartfelt” (p.25) Teachers need to provide learners with opportunities to write about topics that are relevant to their lives, to participate in various writing activities, and to feel that their writing has value (Vincent, 2006).

Multimodal Composition

Writing is a process of progressive refinement, resulting in a graphic display for which meaning can be constructed (Carson, 1992). In essence, writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings (Bello, 1997). Numerous media can be used to form a “multimodal composition,” and understanding the different capacities of various technologies is highly important in the modern multimodal classroom.

Burnett and Myers (2006) suggested that, any text whose meanings are realized through more than one semiotic code is multimodal. Takayoshi (2007) affirmed that multimodal texts “exceed the alphabetic and may include still and moving images, animations, color, words, music and sound” (p. 1). Different compositional artifacts can be created using any of the plethora of digital tools, which allow the modern student a tremendous amount of materials to compose with. Multimodal composition engages students creatively, which encourages learning (Dalton, 2020). This study aims to determine the usefulness of using multimodal resources to foster learners’ writing competence.

Recently, numerous types of media can be used to form “multimodal composition”. It is important to understand that multimodal does not necessarily denote writing involving computers, though it often does. Technology is mingling in a number of interesting ways (Dalton, 2020). Using technology, one can capture photographs, edit those photographs, turn the photographs into movies, upload those movies to the Internet, etc. Understanding the different capacities of various technologies is highly important in the modern multimodal classroom (Tuba et al., 2013). Different compositional artifacts can be created using any of a plethora of digital tools which provide the modern student a tremendous amount of materials to compose with. Multimodal composition engages students creatively, which encourages learning. Multimodal composition is an inherently interdisciplinary notion that draws on as many media as one would care to gather to create unique artifacts (Hundley & Holbrook, 2013).

New forms of composition including blogging, tweeting, and web design are becoming more and more prevalent (Jacobs, 2013). One does not need to look far to find examples of an “essay” that exceeds alphabetic text (photo essays, video essays and video blogs, to name a few). Yet, in the composition classroom many of the assignments that students are turning in are still similar to the assignments their “parents and grandparents” completed when they were in school (Takayoshi & Selfe, 2007). Kathleen Yancey (2004) commented “never before has the proliferation of writing outside of the academy so counterpointed the compositions inside” (p. 298). Even given these trends, the creation of basic sentences in traditional composition is critically important in multimodal composition. Font choice, colors, photographs, videos, sounds (and whether or not any, or all, of these variables are used) are key creative points.

Computer-assisted Instruction

The use of new technologies in the classroom has increased over the past two decades; computers have become an important tool in language teaching (Doyle, 2019). Teachers have gradually become aware of the many ways in which computers can facilitate language instruction and learning. In fact, a dual role for computers is recognized, that as a tool and that as a tutor (Serafini, 2011). Burnett and Myers (2006) declared that writing has entered a new dimension. Students and teachers have the world available via their keyboards just by clicking; technology has helped students become more efficient in their writing, as well as helping them to monitor their writing process and it has given teachers an alternative tool to provide feedback. This access implies that Information and Communication Technologies can serve as a means through which learners can find a way to improve their learning process not only inside, but also outside the classroom (Yu, 2014).

Metacognitive Strategies

Oxford (2001) defined “metacognitive” as beyond, besides, or with the cognitive. Therefore, she added, “metacognitive strategies are actions which go beyond purely cognitive devices and which provide a way for learners to coordinate their own learning process. Metacognitive strategies are essential for successful language learning” (p. 8). The use of metacognitive strategies not only enhances people’s thinking but can lead to deeper learning and improved performance, especially among learners who are struggling. Besides, rather than focus students’ attention solely on learning the language, foreign language teachers can help students learn to think about what happens during the language learning process, which will lead them to develop stronger learning skills (Vasudevan & Reilly, 2013).

The National Capital Language Resource Center (2014), in its project known as “The Elementary Immersion Project” includes the following metacognitive strategies: Organizing and Planning: learners to set their own goals as well as decide exactly what needs to be learned. Learners are also provided with a vision of the real necessary time needed for each individual to accomplish the task. Teacher can help learners in here by being explicit about the particular learning goals they have set for the class and guiding the students in setting their own learning goals.

Biliteracy

Biliteracy refers to the ability to read and write proficiently in two languages. Fluency in both reading and writing are present in biliteracy (Davin, & Heineke, 2017).

Effective biliteracy instruction enables bilingual learners to use reading, writing, listening, and speaking for a wide range of purposes in two languages (Beeman, & Urow, 2012). In the interest of achieving proficiency in both languages, a comprehensive approach to literacy instruction integrates content, literacy, and language instruction, as well as connecting it to reading with writing.

Whether instruction is given from an ESL teacher or in a dual language program, educators might also have to deal with a cultural difference in the way language is used to communicate effectively. The values every culture has as regards writing, argument, structure, and intellectual property are not universal; contrary, they differ from culture to culture; for example, writing for an American audience can make the process of writing a paper extremely confusing for an L2 writer. When learning to write in English it is pertinent to bear in mind the

fact that Western ways of thinking and writing differ from Eastern or Middle Eastern ways of thinking about – and writing about – an intellectual problem (Kujawa, & Huske, 1995). Here it comes the “go straight to the point” West way of writing, which means being linear.

Consequently, if an ESL writer wants to write effective English prose, then he/she will have to learn not only vocabulary and grammar, but also will have to grasp the convention of English rhetoric (Yamada, 2011).

Transfer Literacy Skills

Since language has a communicative function that goes beyond the linguistic structures, the treatment of interference cannot be restricted to the analysis of the linguistic loan (Hayati, 1998). Therefore, people cannot think of language only from the grammatical point of view when we learn a second language. Rather, culture is also a key component (Barger, & Kirby, 1993).

There are many skills that could be transferred when people learn a second language. For example, directionality skills, sequencing, the ability to distinguish shapes and sounds, as well as the ingrained knowledge of written symbols as corresponding to certain sounds that can be decoded in order and direction (Lessow-Hurley, 1990). In this case, it is a phonetic transfer because the path indicates the relation between letter and sound. (Karim, & Nassaji, 2013).

In the same way, literacy skills include the activation of semantic and syntactic knowledge, that is, the recognition of some rhetorical devices and the structure of the text in context or conversation, as well as the transfer of meaning due to the similar structure of the word in both languages. (Mace-Matluck, 1982). Also, through literacy, students learn to use cues

to predict meaning (Goodman, Goodman, and Flores, 1979). People get to understand the main idea due to their prior knowledge of the subject, no matter in what language they learned it.

In addition, there is precise language that can be transferred by the use of keywords, such as, for example words that elicit a physical response like -stop! Or –walk! All of the vocabulary that involves body responses can help students remember the words and their meaning (Curtain, & Dahlberg, 2010). For this reason, it is common for ESL teachers or teachers of a second language to use the TPR (Total Physical Response) method to teach vocabulary (David, Wolfe, & Gwendolyn, 1982).

Metalinguistic Transfer

The hypothesis suggested that the greater the similarity in the writing systems of the two languages, the greater the degree of transfer, thus reducing the time and difficulties involved in learning to read and write the second language; this is a significant finding, because it means that if the two languages share some features from their writing system, it will make writing easier to learn (Odlum, 1989). As Mora (2001) argued, there are many metalinguistic knowledges that bilingual students acquire in their native language and can be transferred to the second language, as they develop literacy in two languages.

Information and Communication Technologies

Tinio (2009) stated that ICTs are powerful tools that extend educational opportunities and which “better prepare the current generation of students for a workplace where ICT’s particularly computers, the internet and related technologies, are becoming more and more ubiquitous ”(p. 6). This implies that the use of ICT’s may enhance the process of becoming

autonomous given that they create new learning environments where learners can find a way to become more self-directed and autonomous.

Dzekoe (2013) pointed out some of the benefits that ICT'-s bring to education. According to the authors, ICT'-s expand access, promote efficiency, improve the quality of learning and enhance the quality of teaching. The authors also stated that these technologies lead to lifelong learning as well as coupled with self-directed language learning. This assertion implies that information and communication technologies can serve as a means through which learners can find a way to improve their learning process not only inside but also outside the classroom. In the field of education, Tinio (200) claimed that ICT'-s can transcend time, and allow access to remote learning sources. These technologies facilitate course materials which can be assessed any day at any time and which offer the opportunity to enable instruction to be received simultaneously. Accordingly, Tinio asserted that ICT'-s also offer a variety of sources so that, teachers and learners do not have to merely rely on printed materials.

Chapter Three: Project Design

In this chapter, I explain the rationale behind creating a website that can provide guidance on the use of multimodal resources to foster writing competence, such as by using Information and Communication Technology (ICT) tools. The website and activities described intend to enhance ELL students' writing skills.

The use of technology in the classroom has been inevitable over the last years in Dual Language Programs. More and more teachers are integrating new technology into traditional instruction, and instructors are also more aware of the instructional advantages that the use of information and communications technologies (ICTs) brings to second language teaching and learning (Karchmer & Shinas, 2012).

All this eagerness about technology has not materialized yet in terms of a realistic and practical use of ICTs resources, however. Each instructor makes a different use of computers in their classes depending on their experience and expertise, or their sense of what is, or is not appropriate. Their teaching experience and expertise should be enriched with the best applications and resources for language learning, which should make their classes truly different from the ones given traditionally (Steffani & Selvester, 2009).

In order to better facilitate the process of integrating new media texts into the writing instruction of Dual language programs, it is important that teachers perceive the hindrance that students must overcome, the technical skills and knowledge they bring to and develop within their classes, and the ways traditional and multimodal composition may enhance the communication skills of students in their academic and professional lives.

In order to provide the students with the necessary tools, the right context and authentic material to be able to face their future professional challenges, it is imperative that the resources used in the lessons also work toward the goal of global development. Otherwise, students will not be able to keep up with the latest trends and the efficiency and effectiveness that a globalized world demands from all of us.

In a broad sense, multimodal assignments can help our students develop visual and digital literacy, which is key in a world where new technologies are constantly emerging. By assigning multimodal writing activities, we prepare our students to effectively communicate in these contexts.

Many tools developed for helping student writers are more suited to process writing approaches. More recently, Hegelheimer and Fisher (2013) have recommended that web-based writing environments should be developed, designed expressly to meet the unique needs of particular learning domains in ways that traditional classrooms cannot.

Both traditional and multimodal composition has a perceived value for learners and teachers in their academic and professional careers. A pedagogy of multiliteracies within the context of writing lessons should include strategies on how to connect traditional, academic writing skills with multimodal skills in order to prepare students for their academic and professional lives.

When working with multimodal resources in writing it is also crucial to ask students to think about how they might use their composition skills, regardless of whether we are asking them to write traditional academic writing assignments or asking them to compose in new ways. Composing multimedia just for the sake of doing something different is not enough. We must ask our students to think critically about the skills they develop and also ask them to consider

how these skills will benefit them academically, professionally and even personally. Adding this critical approach to teaching composition will allow students to see the value of composition, and will help the field maintain relevancy in a rapidly changing world.

In an effort to support the use of multimodal resources to foster writing competence, I developed a web page with strategies and resources that support the ESL teacher or the dual language program teacher. Teachers using the web page can find activities that promote multimodal composition, while strengthening the learning process of both languages, and taking into account the importance of the connections between the first language and target language literacy skills. Having these resources available on the internet will help to ensure that a greater number of ELLs and ESL/ EFL teachers will benefit from using them.

Chapter Four: Project

This chapter describes the use of a web page to foster learning about multimodal resources developing in early literacy. The purpose of having this resource available on the internet is to make it more accessible to dual language teachers, ESL instructors, and English language learners. Additionally, the website is aimed at informing instructors about the benefits of multimodal resources in second language instruction and to encourage its use in the classroom to foster writing competence. Another goal of this website is to motivate English language educators to use multimodal resources to enhance their students' digital literacy and inform them about how to use digital tools for language learning. In that sense, this website can be an online resource for professional development. Also, the website can be accessed through the following address

<https://dualwriting.wixsite.com/multimodalresources>.

Wix

The website was created with Wix, which is an online platform that is dedicated to the creation and design of websites. Wix permits the inclusion of images, videos, documents, and various links that will be referred to on the page with information for English language teachers as well as ideas for using multimodal resources to enhance writing in the classroom.

Home

In this section teachers can find pictures relate to the different sections on the web page. Users have the possibility to check the menu by clicking directly on the pictures and starting the tour of the website.



Figure 4.1: Home.

About

This section of the website provides an explanation about the meaning of multimodal resources to foster writing competence. This information is meant to be an appeal for dual language educators and ESL instructors to use the technology, which is accessible to learners, in order to teach them digital literacy. And finally, they can see the literature review, which contains the most important quotes that I have in my thesis about multimodal composition.

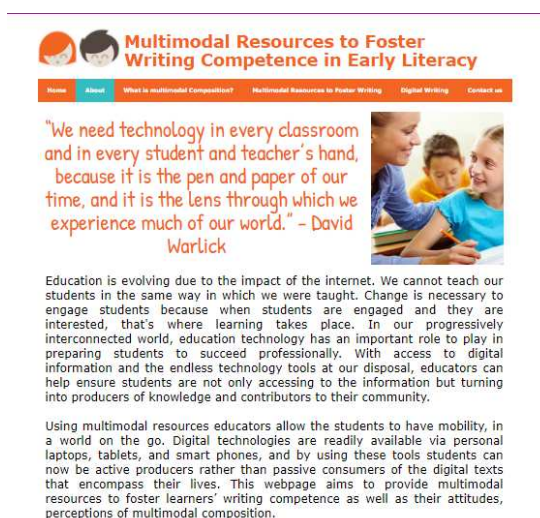


Figure 4.2: About.

Multimodal Resources to Foster Writing

This tab entitles “Multimodal Resources to Foster Writing,” is divided into subtabs: “Drawing Resources”, “Padlet for kids”, “Online Paint”, “Books: Reading to Write”, and “Science to Write”. This section contains Apps/Websites for directed drawing, that apart from enabling students to practice pre-writing skills, also support the students’ creativity and collaboration by engaging them in creating their own digital drawings. Some of the apps support independent practice or drawing for pleasure, such as drawing rooms created with Google slides, Padlet app for kids etc. Rezaei, Neo and Pesaranghader (2013) asserted that these apps can be beneficial for increasing incidental writing competence acquisition (p. 115).

Hence, as educators, we should “provide means for learners to combine formal and informal learning” (Godwin-Jones, 2011, p. 8). Steffanie and Selvester (2009) stated that drawing is a type of communication that can be thought of as a form of visual communication. These authors also declared drawing has long been recognized as a pre-writing skill, and suggested that there is much more complexity to young children's drawing than was previously considered. Drawing is contemplated as a valuable means to provide multimodal learning opportunities for young children as a way to express meaning in different ways (Lee, 2011).

Drawing Resources

By clicking on the app picture, the user will be directed to the drawing room. It is suggested that before having students create their own drawings, they watch the videos from the drawing room created with google slides. Educators can create their own drawing rooms adding the videos they wish to use in this google slide template.

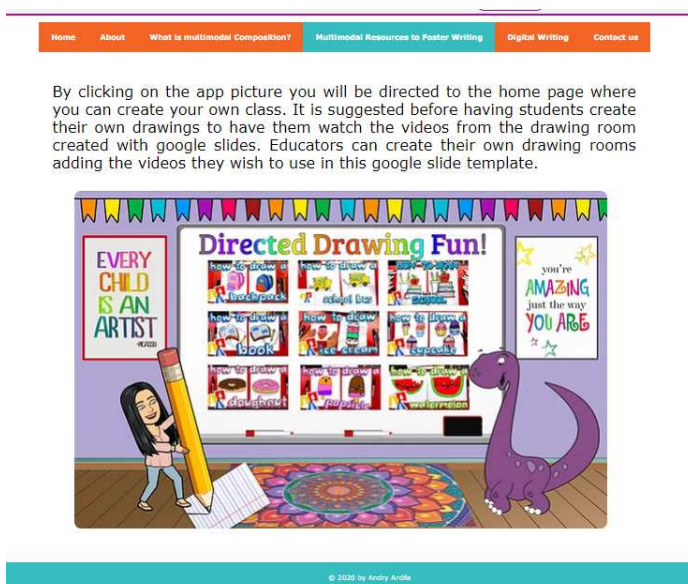


Figure 4.3.1: Drawing Room.

Whiteboard.fi Padlet for Kids

Whiteboard.fi padlet resource is a simple tool that can be used instantly. By creating a class and letting your students join, everyone will get a digital whiteboard. The teacher is able to see all their students' whiteboards in real time, so you can follow their progress. The students only see their own whiteboard and the teacher's. This Padlet platform allows pictures, documents, maps, voice records, and others. For this specific section will be using it for students' drawings. Clicking on the app picture will direct you to the home page where you can create your own class. It is suggested before having students create their own drawings to have them watch the videos from the drawing room created with Google slides. Educators can create their own drawing rooms, adding the videos they wish to use in this google slide template.



Figure 4.3.2: Padlets for Kids.

Online Paint

The purpose of the online Paint subtab is to suggest some basic features for incorporating directed drawing in the classroom. The activities proposed on the website are non-demanding tasks which can be easily implemented in the classroom. These activities are meant to promote both the teachers' and students' creativity when using technology. This suggestion is also in line with the recommendations of Kilar-Magdziarz (2016), which indicated that technology should be introduced gradually.

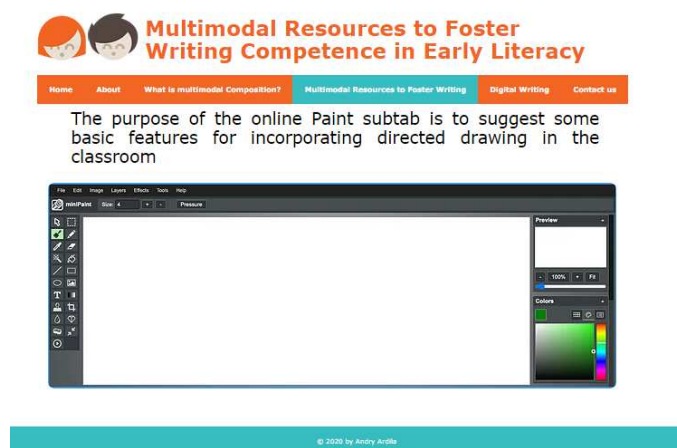


Figure 4.3.3: Online Paint.

Digital Writing

Cutting edge technologies and literacies encourage writing instruction beyond the traditional paper-and-pencil perspective (McKeel, 2015). Writing entails the knowledge and ability to use a broad scope of media and digital technologies to communicate and compose writing effectively. This challenges educators to outline instructional practices to include digital applications in which learners can create and develop their writing (Baker & Lastrapes, 2019). Therefore, it is important to find ways to promote writing abilities in students by making use of the most suitable and updated strategies available to do so. With GoodNotes students get the freedom and creativity to write and draw things anywhere on the page, just like paper, along with the added benefit of getting a digital copy. This app has great annotation features. Learners can adjust the pen color and a wide range of shapes. GoodNotes also allows students to annotate (draw) onto any file the educator has previously uploaded. That means, instead of printing, educators can also opt to complete the worksheet digitally together with students during the lesson.

Books: Reading to Write

Content-Based Instruction is a teaching approach that emphasizes learning about content rather than learning about language (Snow & Brinton, 2001). Students learn language skills while learning content such as science, mathematics, and social studies. Snow and Brinton proposed a three-stage content-based instruction-*intro, through and beyond*, and I concentrate on

the last stage. It is at this stage where productive skills are most demonstrated, toward helping students to become proficient writers.

The books that were suggested under the tab “Books-Reading to Write” are meant to enable students to practice reading and writing, also support the students’ creativity and collaboration by engaging them in creating their own digital drawings and writing pieces based on those stories. Other suggested resources include useful tools which can aid the students to brainstorm topics and organize their writing, based on science topics.

In the interest of achieving proficiency in both languages, a comprehensive approach to literacy instruction integrates content, literacy, and language instruction, as well as connecting it to reading with writing. Effective biliteracy instruction enables bilingual learners to use reading, writing, listening, and speaking for a wide range of purposes in two languages (Beeman & Urow, 2012).

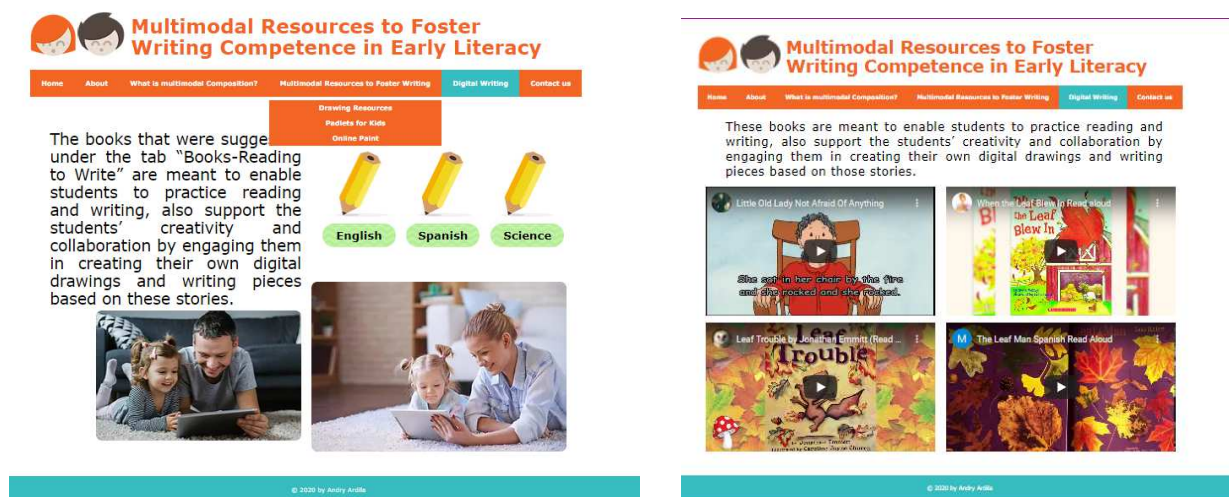


Figure 4.4: Books: Reading to Write.

Science to Write

These resources include useful tools that can aid the students in brainstorming topics and organizing their writing, based on science topics.



Figure 4.4.1: Science to Write.

GoodNotes

With GoodNotes, students get the freedom and creativity to write and draw things anywhere on the page, just like paper, along with the added benefit of getting a digital copy. This app has great annotation features. Learners can adjust the pen color and a wide range of shapes.

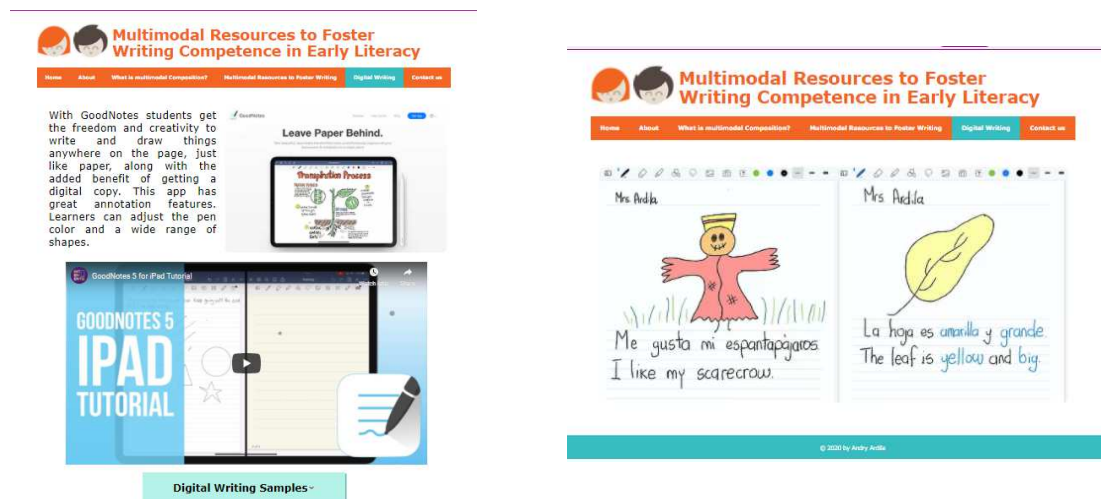


Figure 4.4.1: GoodNotes.

Really Great Reading: Alphabet Tiles:

In this subtab, educators can find digital color-coded letter tiles, which are a useful tool. They act as a fantastic learning gadget that will enable students to learn to spell more quickly and accurately, helping them get to the real goal: writing.

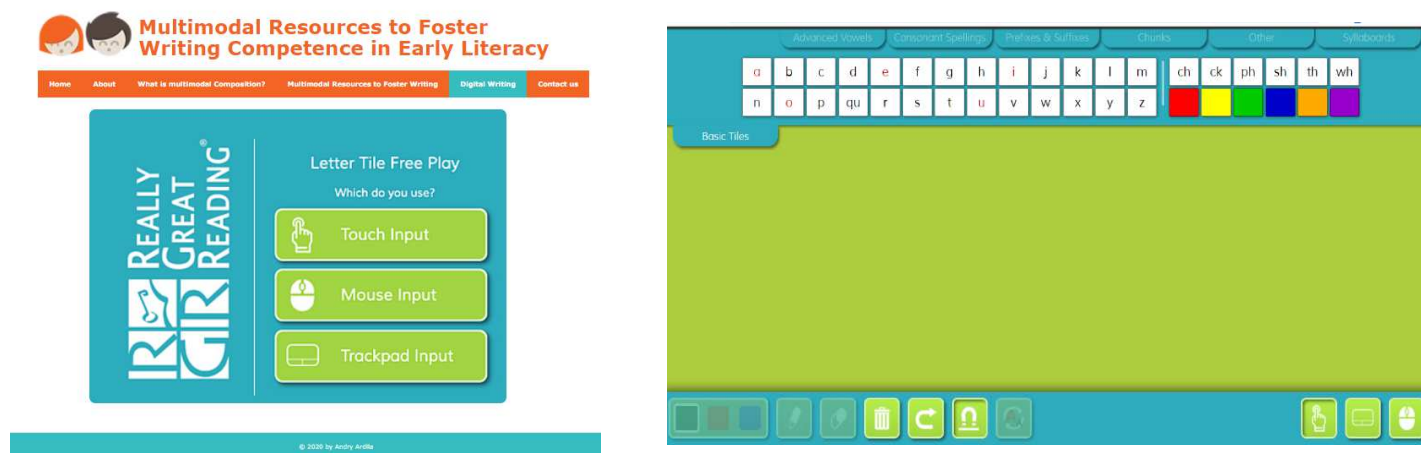


Figure 4.4.2: Really Great Reading: Alphabet Tiles

Sight Words

In this subtab teachers can find lists, digital resources and videos about high-frequency words in both languages, English and Spanish. Sight words are vital to get fluency in reading and writing, the goal is for children to recognize these words instantly.

Multimodal Resources to Foster Writing Competence in Early Literacy

Home About What is multimodal Composition? Multimodal Resources to Foster Writing Digital Writing Contact us

In this subtab teachers can find lists, digital resources and videos about high-frequency words in both languages, English and Spanish. Sight words are vital to get fluency in reading and writing. The goal is for children to recognize these words instantly.

English Spanish

Kindergarten Wonders Sight Words

I	can	for	said	was
this	we	see	a	like
to	and	you	go	is
do	with	my	are	he
little	she	here	this	me
what	they	have	of	want
good	who	come	does	help
too	has	play	where	look

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Multimodal Resources to Foster Writing Competence in Early Literacy

Home About What is multimodal Composition? Multimodal Resources to Foster Writing Digital Writing Contact us

Construye la Palabra

Encuentra la Palabra 'a'

y	al	que
soy	a	yo
a	veo	a

Escribe la Palabra

Lee la oración
Voy a la escuela.

Construye la Palabra

Encuentra la Palabra 'con'

con	al	que
soy	que	a
el	con	con

Escribe la Palabra

Lee la oración
Yo estoy con mi amigo.

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Figure 4.4.2: Books: Reading to Write.

Contact Us

In this section teachers can find some personal information, location, phone number, email information. They can also let me know about questions or suggestions about the information on the webpage, they just need to send a message with their names, email, subject and message.

Multimodal Resources to Foster Writing Competence in Early Literacy

Home About What is multimodal Composition? Multimodal Resources to Foster Writing Digital Writing Contact us

Contact Us

andryandri20@gmail.com
Email: andryandri20@gmail.com

Register now! Have Questions or Suggestions?

Name: _____

Email: _____

Phone: _____

Write your Message here: _____

Send

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This chapter described the project, a website, that contains information about the reasons for incorporating multimodal resources to foster writing competence in early literacy. It also includes useful resources for ESL or Dual Language instructors and the population of students they teach. The resources can be either used for classroom-based instruction or as a means of supplementary out-of-class learning. The purpose of these activities is to teach the students' digital literacy and foster creativity, communication, and collaboration. In conclusion, the resources suggested in the website should be carefully selected by teachers who, according to Ahmed et al. (2015), should use them together with “effective teaching methodologies,” and adjust them to the relevant context and the needs of individual learners they are instructing (p. 763).

List of Books

BOOKS - LIBROS

Sequence of a book (Beginning, middle and end)	Secuencia de un libro (Inicio, Mitad y final)	Main idea and details	Idea Principal y detalles
<ul style="list-style-type: none"> - The leaf that blew away - The Napping House - The Three little pigs - The very hungry caterpillar - The little old lady who was not afraid of anything 	<ul style="list-style-type: none"> - La hoja que quería volar - La casa adormecida. - Los tres cerditos - La Oruga muy hambrienta - La viejecita que no le tenía miedo a nada 	<ul style="list-style-type: none"> -The Leaf man - David Goes to the school - Know the seasons - Click clack moo cows that type 	<ul style="list-style-type: none"> -El hombre hoja - David va a la escuela - Conozca las estaciones del año - Clic clac muu vacas escritoras.
Comparing two characters in the same story	Comparar dos personajes de la misma historia	Comparing two characters in different stories	Comparar dos personajes en diferentes historias
<ul style="list-style-type: none"> - The tortoise and the hare - The ant and the grasshopper 	<ul style="list-style-type: none"> - La tortuga y la liebre - La Cigarra y la hormiga 	<ul style="list-style-type: none"> - Harry the dirty dog - Harry by the sea 	<ul style="list-style-type: none"> - Harry el perrito sucio - Harry Junto al mar.

List of English sight words

ENGLISH SIGHT WORDS

Name: _____

School: _____ Teacher: _____

a	to	yes	big
me	I	go	in
cat	for	is	at
on	dog	he	the
you	like	up	she
mom	we	my	with
this	dad	it	by
said	look	can	no
love	play	went	see
am	do	was	and
after	have	please	all
her	saw	an	here
should	are	him	so
as	his	some	be
thank	because	if	that
but	into	them	Came
just	then	know	they
could	little	there	day
make	us	did	many
very	end	new	want
from	not	were	get
of	what	goes	one
when	going	or	where
good	our	who	had
out	will	has	over
would	your		

List of Spanish sight words

SPANISH SIGHT WORDS - PALABRAS DE FRECUENCIA EN ESPAÑOL

Name: _____

School: _____ Teacher: _____

	enero		pelo		marzo		abril
	mayo		junio		pero		agosto
	septiembre		amigo		morado		diciembre
	lunes		sábado		miércoles		anaranjado
	dos		tres		verde		cinco
	seis		cara		ocho		nueve
	muy		grande		pequeño		mucho
	tú		me		Los		yo
	amarillo		dedo		pie		azul
	blanco		ratón		mariposa		la
	papá		gato		vaca		niña
	ojos		escuela		pollito		nariz
	perro		sopa		Sal		mano
	caballo		veo		sol		pez
	mono		eres		mochila		sapo
	lápiz		no		puedo		manzana
	mesa		aquí		Es		silla
	soy		por		café		mapa
	tengo		del		para		gusta
	si		bueno		día		quiero
	voy		viento		mira		son
	está		vamos		tiempo		de
	que		usted		algunos		en
	tiene		pasa		trabajo		bién
	con		lindo		granja		ayudar
	tarde		mio		Lo		una
	largo		gracias		Tío		frío
	lindo		mes		feliz		Contento
	dijo		ese		papel		leer
	mía		abuelo		leche		eran

Chapter Five: Conclusion

As the modern age brings the advancement of new technologies, education is evolving due to the impact of the Internet. The emergence of digital tools has enabled greater access to technology across all levels of education. In our progressively interconnected world, educational technology has an important role to play in preparing students to succeed professionally. This evolving era gives educators the ability to reinvent the methodology used to teach writing, which is crucial in order to ensure students are not only accessing the information, but turning into producers of knowledge and contributors to their community. The new design and the ubiquitous connectivity of these technological platforms have also influenced the new generations of students who now require instant accessibility of information, instant feedback, and instant gratification (Cavage, 2017). Therefore, it has become essential that ESL and dual language educators recognize the shift in learning needs of new generations of students if they wish to assist them in becoming productive individuals who are able to meet the demands of the technologically infused world.

However, based on my personal observations while working at an elementary school, I concluded that there were three prominent reasons why teachers failed to use technology in their classrooms. The first one was the belief that composition revolves only around paper and pencil assignments. The second one was the instructors' own fears of failure when using technology in the classroom. Finally, the last one was that the instructors were not adequately trained in using technology and, accordingly, did not know how to incorporate it in their writing lessons.

All of these observations and reasons made me realize that multimodal resources are invaluable tools that are insufficiently utilized toward the goal of fostering writing competence.

The students' familiarity and level of comfort when using technological devices is certainly something ESL and Dual language instructors should take advantage of. Additionally, by observing the students' learning habits in the classroom, I realized that using multimodal resources to enhance composition was the perfect solution for extending language learning outside the classroom.

Therefore, in order to meet the needs of both ESL/Dual language instructors and their students, I chose to create an informative website as my project. This was spurred by my desire to change the views of educators and make them realize that having multimodal resources in the teaching of writing is an indispensable tool in contemporary classrooms.

Additionally, I intended this website to be a useful tool for instructors who need guidance on how to use these digital tools to improve writing. Hence, I conducted extensive research and included the most up-to-date information on using multimodal resources existing for developing students' writing competence. I am hopeful that this website will compel ESL and dual language educators to include multimodal resources in their writing lessons and that the suggestions I made will help them overcome their various fears of technology. Finally, I expect that instructors will also appreciate the convenience of having the recommended sources in one place. I am confident that the resources I have proposed will extend their writing competence both inside and outside of the classroom, and help students to enhance their language acquisition.

The creation of this project was a tremendous learning opportunity for me as it stimulated me to diligently search for resources that would be most beneficial for both instructors and learners. On this journey of discovery, I learned about the array of benefits that multimodal resources can have in composition. I have also become more knowledgeable and confident about the use of apps, websites, and other resources. I believe that further work is needed to explore the

best ways of connecting traditional and digital writing. Regarding the students, I expect that these resources will meet their individual learning needs and enable them to become more independent learners.

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